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ABSTRACT

The handbook, prepared by counselor practitioners from experiences based upon involvement in guidance-oriented career education programs, is intended to help the counselor who wants to start or fit within a program of career education. Using narrative and numerous illustrations, the book first presents a definition of career guidance in terms of career development ans its five interacting themes (understanding myself and others, understanding the world, obtaining skills and experience, problem-solving style, and achieving identity). Next, the four components of the systems approach (planning, structuring, implementing, and making decisions based on program outcomes), a program alternative operating in Arizona, are described and graphically portrayed. This section includes an annotated resource list of available elementary, junior high, and senior high school materials and Title III Training Packages. The salient points of another alternative, the consultant approach, are outlined and pictured, including a list of available resources. Career placement programs are briefly discussed. Brief descriptions of four other career guidance-oriented projects in Arizona conclude the handbook. (Author/MS)

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Career Guidance Strategies in Arizona

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THIS GUIDANCE MODEL WAS DEVELOPED IN COOPERATION WITH THE CAREER GUIDANCE, COUNSELING AND PLACEMENT PROJECT, UNIVERSITY OF MISSOURI–COLUMBIA, FUNDED THROUGH A GRANT (OEG–0–71–4463) FROM THE U.S. OFFICE OF EDUCATION, BUREAU OF OCCUPATIONAL AND ADULT EDUCATION.

CAREER GUIDANCE

STRATEGIES FOR DEVELOPING AND IMPLEMENTING CAREER GUIDANCE, COUNSELING, AND PLACEMENT PROGRAMS IN ARIZONA

Prepared in conjunction with
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Under the direction of
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This booklet was prepared by the following people:
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Delbert R. Jerome
Veda Syers

We hope it somewhat represents the current thinking of professional guidance workers in the state of Arizona. Failing this, we hope it is provocative enough to generate additional energies so that such a statement shall be quickly forthcoming.

Illustrations & Layout by J. M. Garrett
Printed by Mesa Public Schools Print Shop

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SUPERINTENDENT

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Career Education has been a vital part of the total educational effort in Arizona for the last five years.

Career development is an essential component of career education. It is also a continuous and complicated process that demands the involvement and team efforts of all educators at all grade levels.

This handbook demonstrates variations of three field-tested approaches in Arizona which have included counselors, teachers, students and parents in efforts to help students attain self-satisfying degrees of career maturity.

May this be the beginning of a source of assistance regarding career guidance, counseling and placement.

Mrs. Ronald H. Warner
Superintendent

Preface

Career Education promises to become an important educational reform movement in this State. It is a growing influence in most schools because it is helping to bridge the gap between school and community. Ultimately, Career Education can become the means of welding together the best educational alternatives available from our many faceted society into a much more effective learning environment for all students.

What a marvelous framework for guidance people! The many highly trained, competent, practicing counselors throughout the State are an asset of inestimable value to a movement that places such a high priority upon the worth of the individual, and such emphasis upon individual decision making. Nowhere in the educational milieu is there a better vehicle for counselors to use in helping young people in their reach for optimal development.

With emphasis on Career Education, counseling and guidance assume new dimensions. The need for the one-to-one relationship will always remain paramount. However, since Career Education attempts to deal with the entire educational process, the more traditional disciplines and responsibilities must be reassessed and fitted in as a part of the total pattern.

This may partly explain why, in many instances, that the guidance procedures in Career Education are being carried out - - if at all - - by people other than the professionally prepared school counselor. This seems an unfortunate and a serious waste of talent; a disservice to students; and a deficiency that this handbook hopes to help alleviate.

Among the proliferation of written materials about Career Education there is little, except theory, that deals specifically with the role and functions of the counselor.

This handbook has been prepared by counselor practitioners from experiences based upon involvement in guidance oriented, Career Education programs. No other degree of expertise is implied, or is to be assumed. The content is intended to help the counselor who wants to start or fit within a program of Career Education. It contains a minimum of theory and a maximum of application. It is hoped that it will not only prove helpful, but more importantly, that it will also serve as a beginning of an on-going professional diologue regarding career guidance, counseling and placement.

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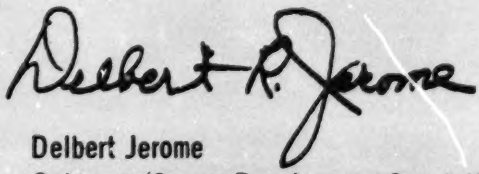

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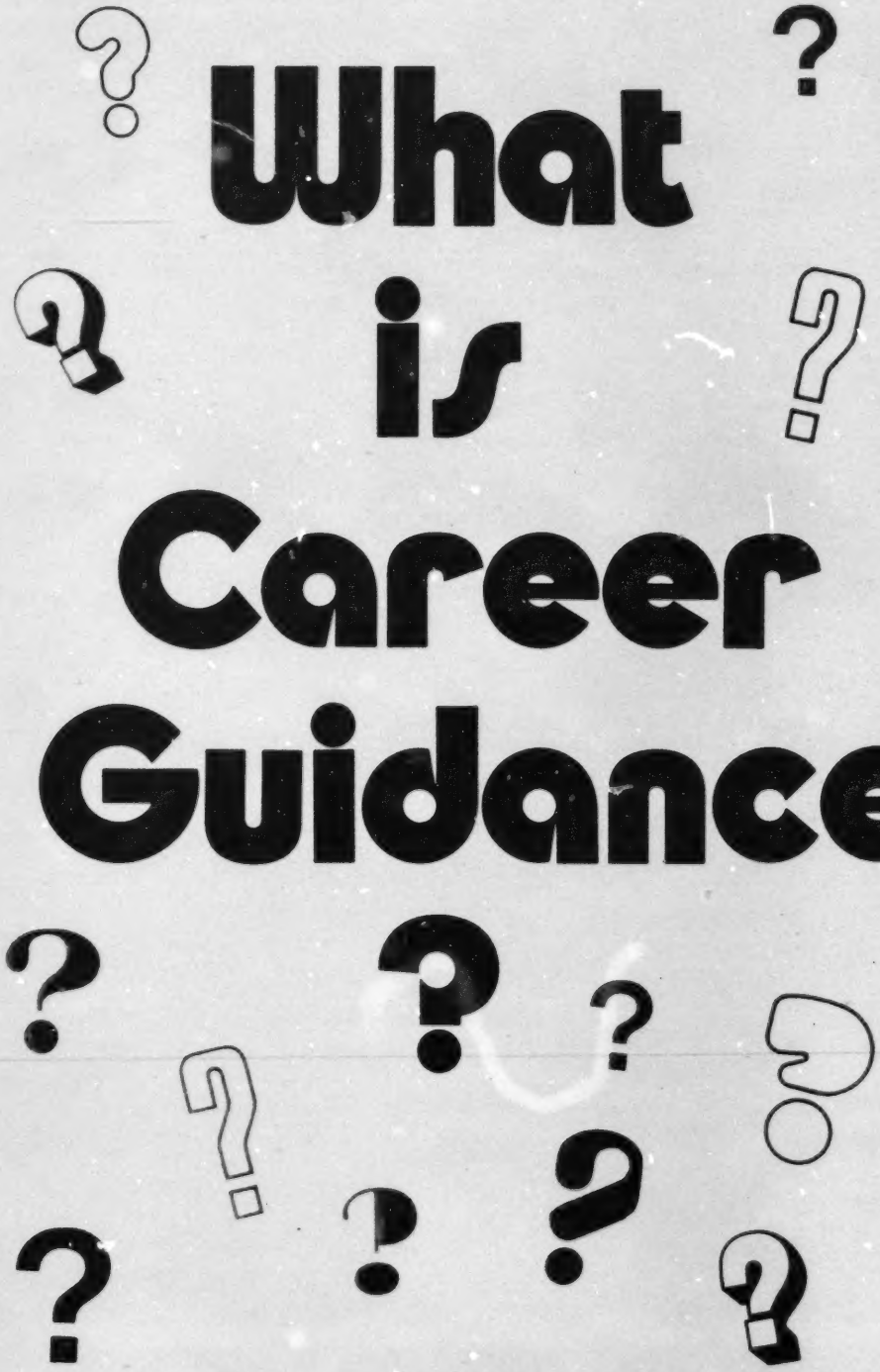
What is Career Guidance



One answer might be.....

It is solving a problem.

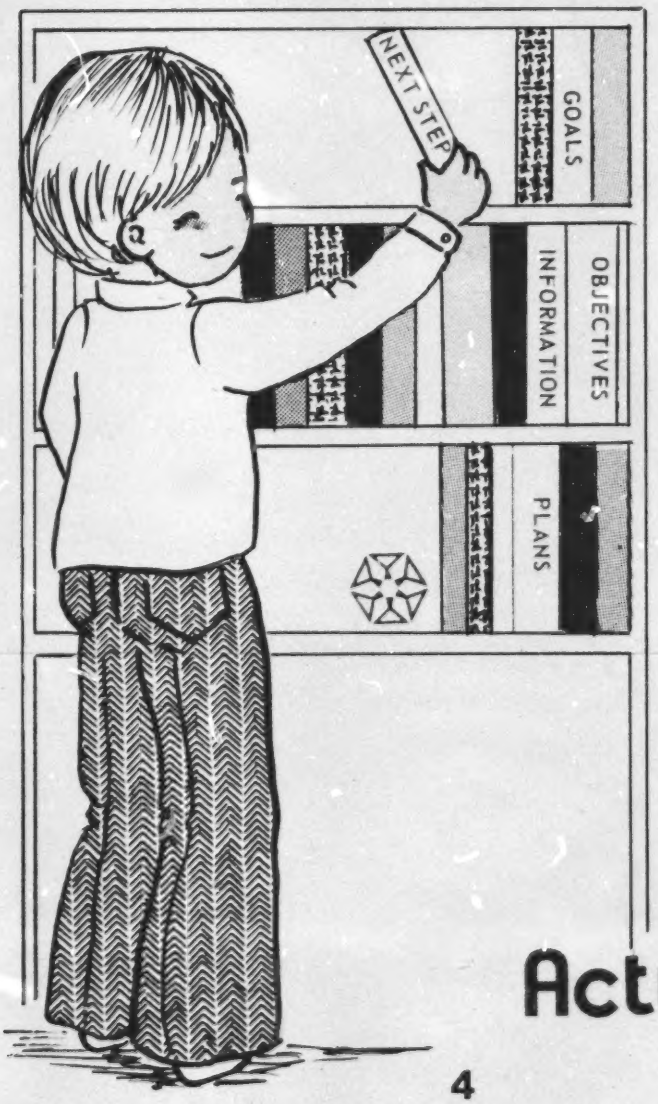
OR

Better still.....

It is learning to solve the many problems which each of us face all the time.

SO ⟶

Learning to solve problems better is really what we mean by CAREER DEVELOPMENT



Actually →

Career Development can be divided into FIVE interacting themes:

1. Understanding Myself & Others
2. Understanding the World
3. Obtaining Skills & Experience
4. Problem Solving Style
5. Achieving Identity

Simply stated ⟶

1

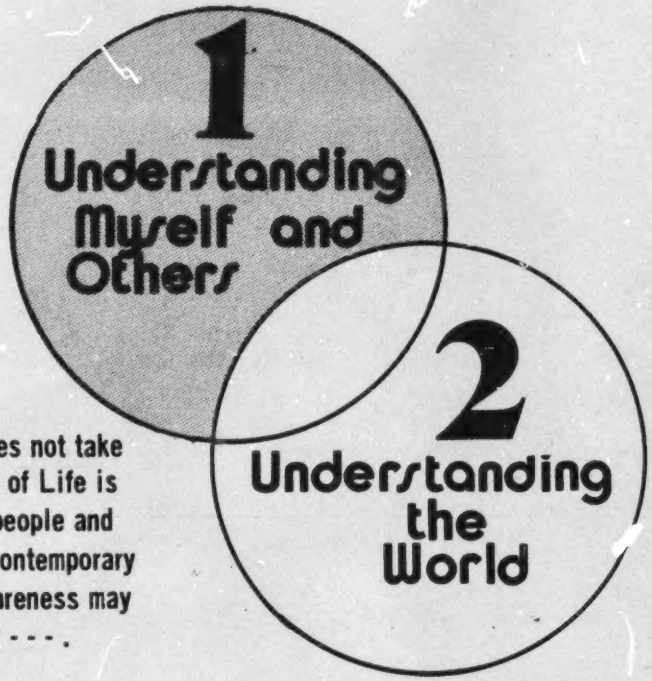
Understanding Myself and Others

1

The search for oneself and how to relate with others in a finite world are urgent and growing needs . . . . .

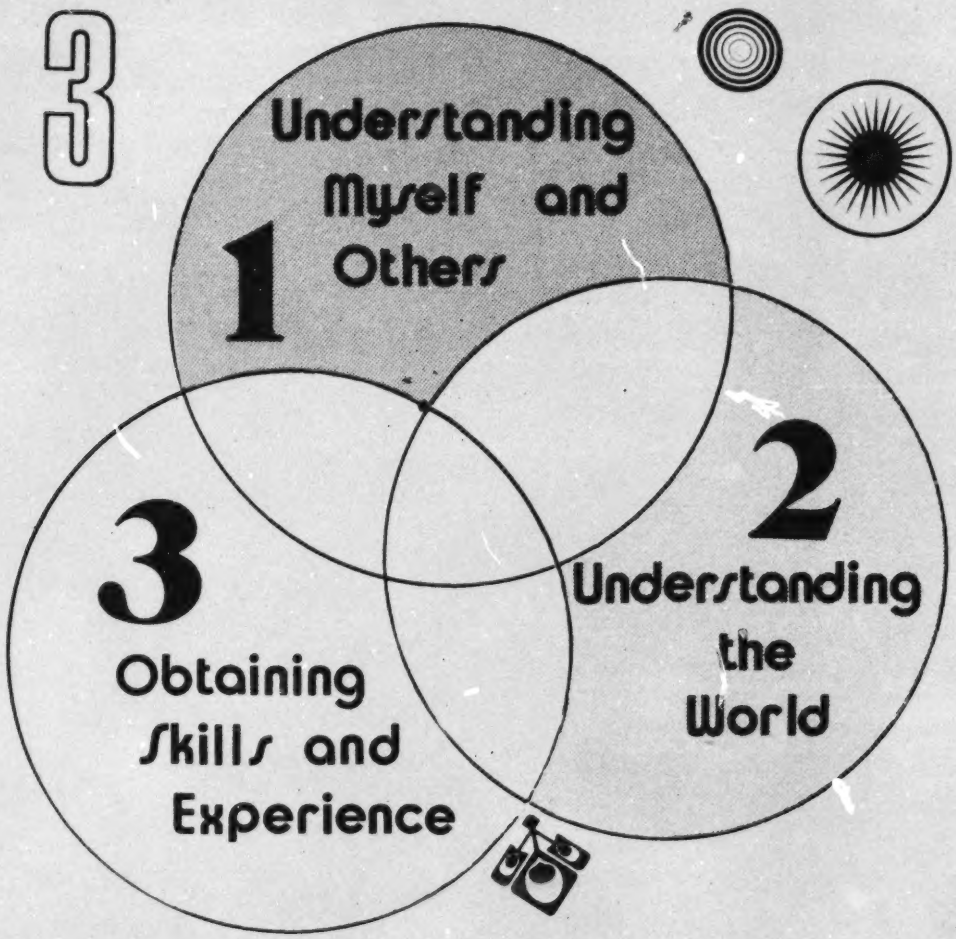
However→

2



One's process of becoming does not take place in a vacuum. The Circle of Life is inextricably intertwined with people and conditions that comprise the contemporary world. Only through better awareness may one find an optimal place in it - - - .

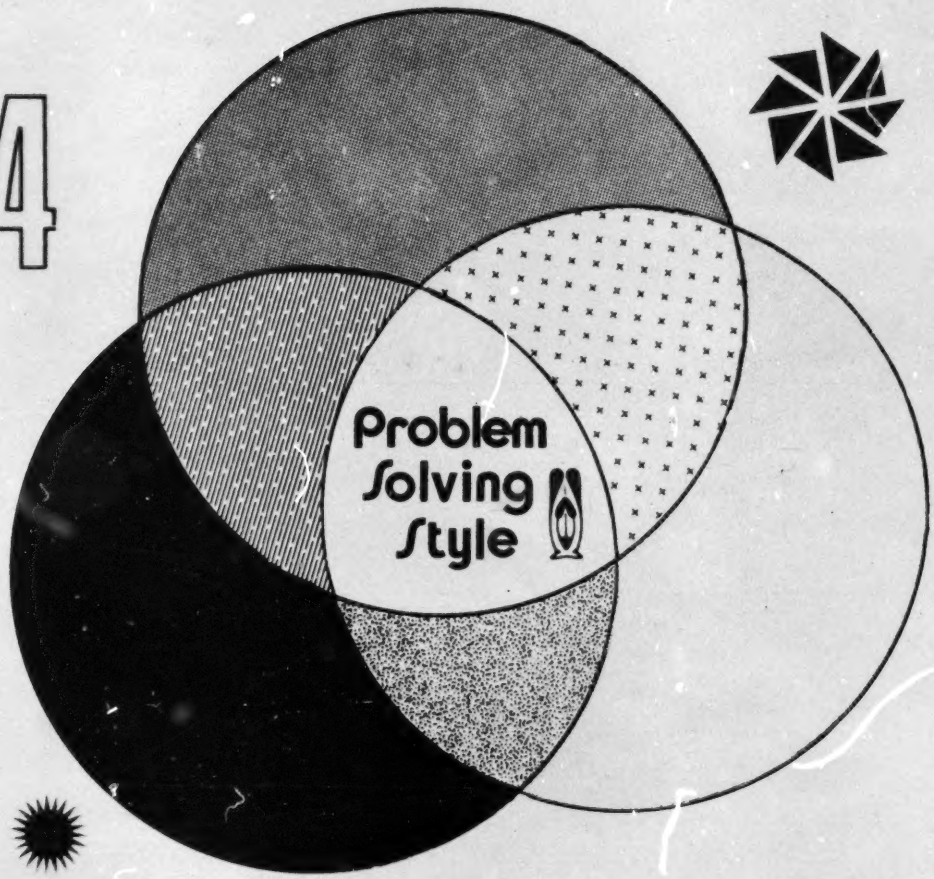
Therefore →



As individuals gain in self understanding, improve their ability to relate to others, and broaden perceptions of the world, they both obtain skills and recognize the need to acquire specific new ones through appropriate experiences.

Thus →

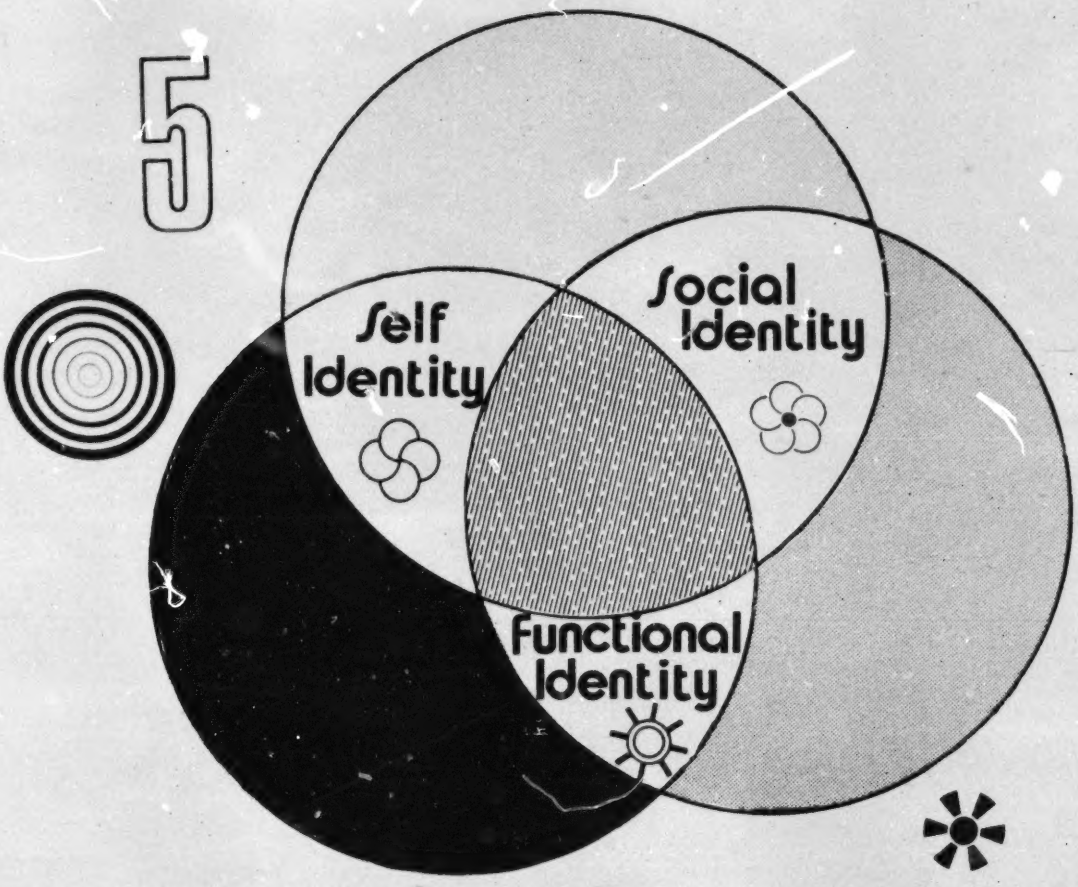
4



The fourth theme, an effective problem solving style, is central to the Career Developmental process. Everyone, of course, has a problem solving style but usually it can be greatly improved upon - - - .

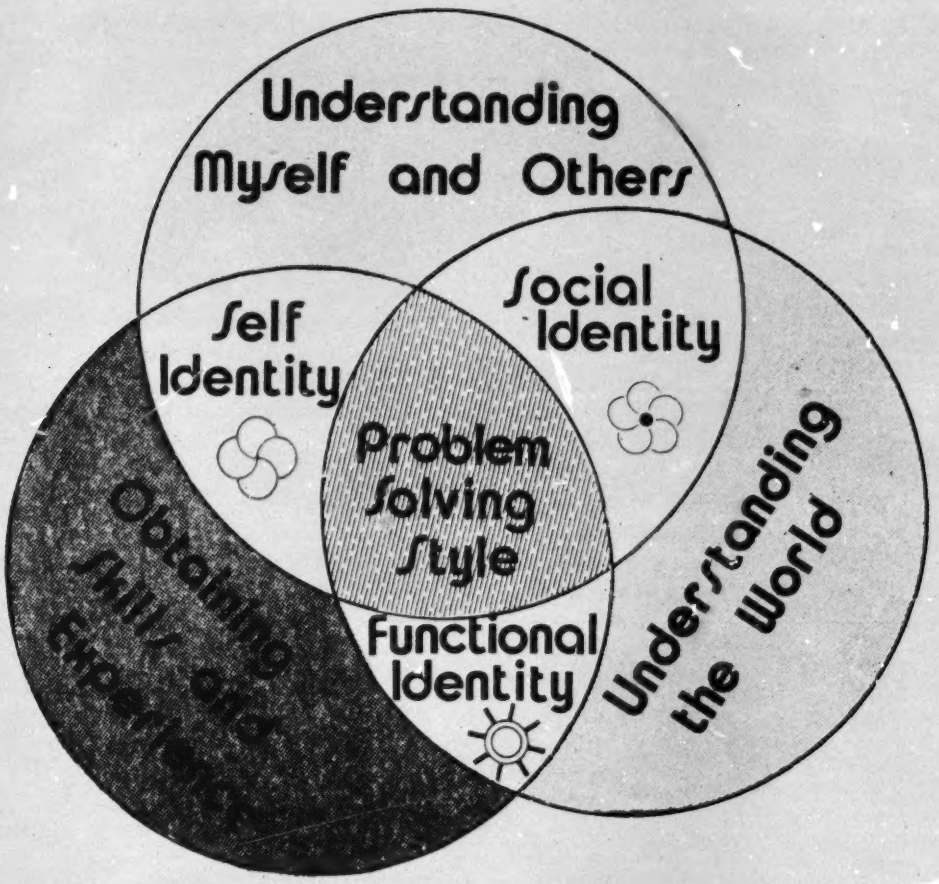
It seems clear then that →

5



When all of these Career Development themes interact together, one begins to reach career maturity. In so doing, each individual achieves the fifth theme, an increased sense of identity - - - a sort of "Ah-ha" process that gives one a more precise vision of "This is me" - - - and "This is what I want to do about it" - - - .

Now then →



These interacting themes symbolize the individual as having increased understanding of self and the world; as being in the process of acquiring appropriate skills - both human and technical, and as thus clarifying personal identity toward achieving career maturity.

Program Alternatives

A definition and a statement of philosophy are nice and it is hoped that these preliminary statements will provoke discussion and input from all appropriate sources to the end that a viable consensus might be arrived at and a final position paper can be produced. However, the primary purpose of this paper is intended as an aid for those who want to get involved and are not sure just how or where to start.

To this end the remainder of this booklet will be a presentation of several validated Program Alternatives.

Note: A much more detailed description of these illustrated concepts can be obtained from the Mesa Public Schools Guidance Department.

Systems Approach

(A Go-for-broke System)

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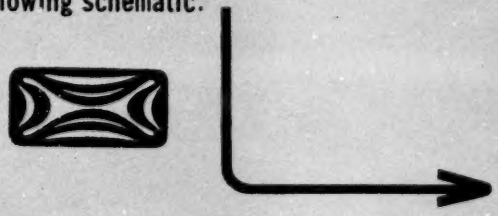
Overview

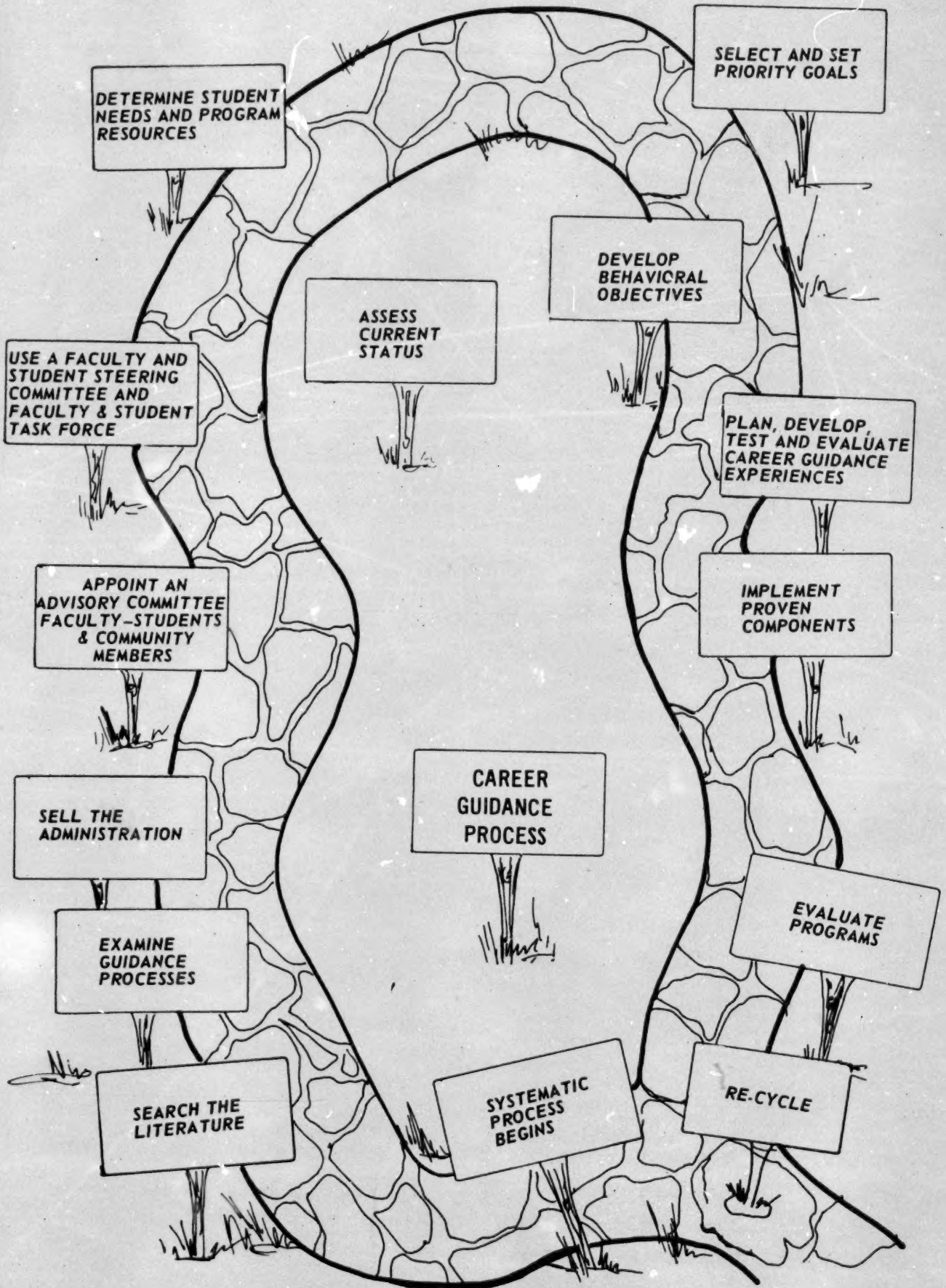
As the title implies, the systems approach is a series of very carefully planned and executed steps with a continuous built-in feedback program. The feedback system permits both the careful focus of energy toward a specific objective and also permits data gathered from activities designed to achieve such objectives to influence subsequent activities.

Such a program revolves around establishing a data base such as a needs assessment and then from this data base designing a program to deliver behavior outcomes.Salient parts of the program involve the following steps:

1. Setting goals
2. Determining behavioral objectives to achieve these goals
3. Designing activities to deliver the objectives
4. Setting up evaluative strategies that will give continuous feedback on the effectiveness of all steps and of the overall program.

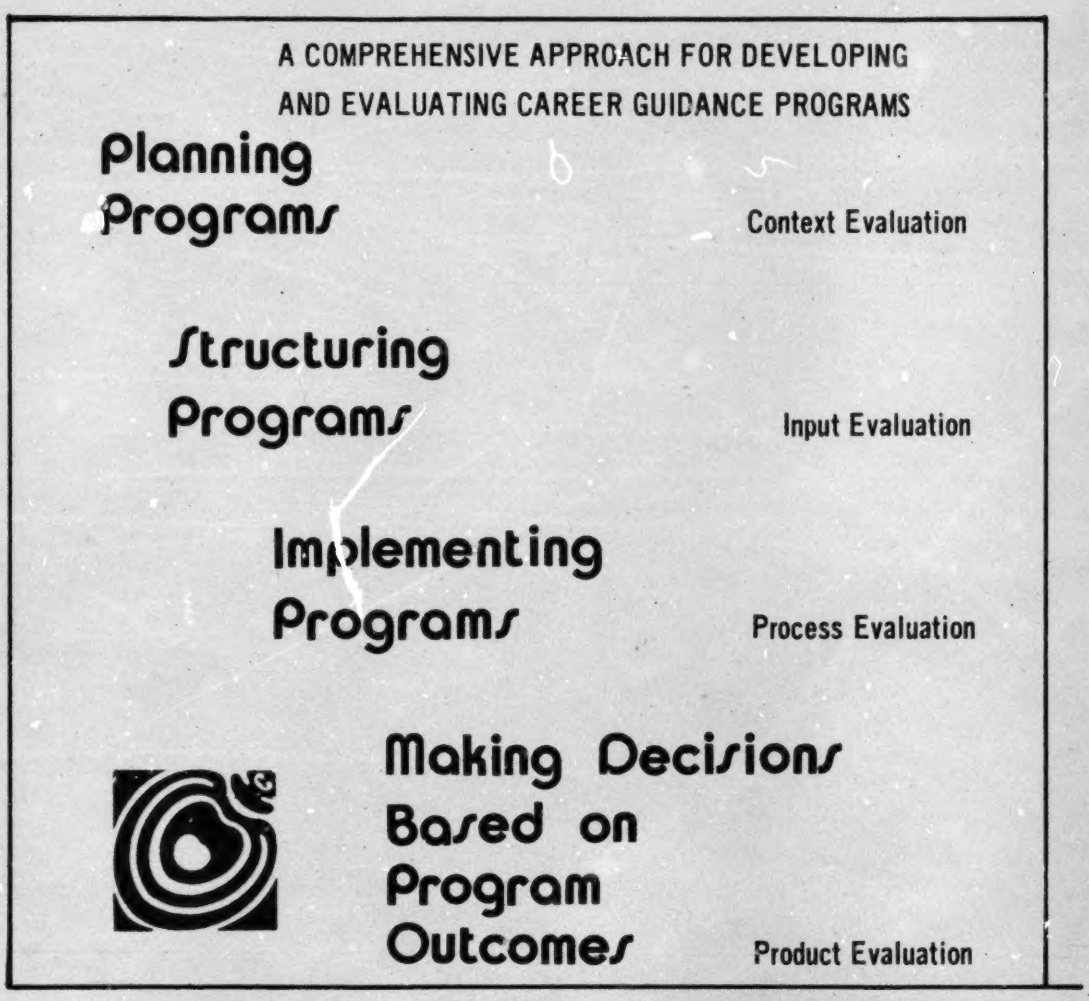
Graphically portrayed, the process looks something like the following schematic:




SELECT AND SET PRIORITY GOALS
DETERMINE STUDENT NEEDS AND PROGRAM RESOURCES
DEVELOP BEHAVIORAL OBJECTIVES
ASSESS CURRENT STATUS
USE A FACULTY AND STUDENT STEERING COMMITTEE AND FACULTY & STUDENT TASK FORCE
PLAN, DEVELOP, TEST AND EVALUATE CAREER GUIDANCE EXPERIENCES
APPOINT AN ADVISORY COMMITTEE FACULTY-STUDENTS & COMMUNITY MEMBERS
IMPLEMENT PROVEN COMPONENTS
CAREER GUIDANCE PROCESS
SELL THE ADMINISTRATION
EVALUATE PROGRAMS
EXAMINE GUIDANCE PROCESSES
SEARCH THE LITERATURE
SYSTEMATIC PROCESS BEGINS
RE-CYCLE

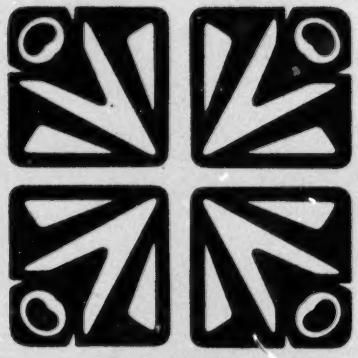
Blueprint of a Systematic Career Guidance Approach

The task of constructing a new guidance approach required an overall blueprint, which is illustrated below



Each of the four components named above represents an important phase associated with developing guidance programs and each component is accompanied by an appropriate type of evaluation to provide for necessary feedback.

Planning:



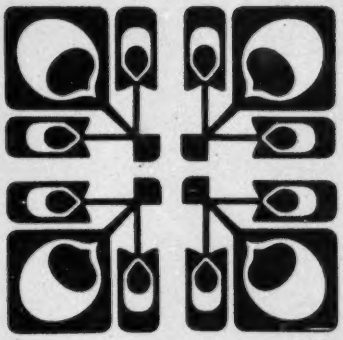
Planning Tasks

In order to successfully plan a guidance program, the planner ideally should accomplish at least the following tasks:

- state the general purposes for which the program will be designed
- describe the program's target population
- assess the desired student outcomes (based on data gathered from students, parents, teachers, counselors and others)
- assess the status of each student in respect to these desired outcomes
- specify the student needs (all differences between current and desired status) which the ideal program will try to resolve
- state the resources and constraints which characterize the setting in which the program will operate
- state program goals and objectives for the proposed program which will reconcile differences between the ideal program and the constraints of the setting

Context evaluation conducted during this initial phase entails assessing the effectiveness, efficiency, and desirability of each of the seven activities listed above. Input is constantly sought and used while plans are being formulated. Such input must be evaluated; thus, from the beginning the planner seeks continuous formative evaluation. The evaluation data in the planning phase focus upon describing the system into which a program is to be placed, such as available resources and personnel, and demographic features of the school and community. These data will be helpful in stating youth and system needs and specifying goal statements related to the needs.

Structuring:



Structuring Tasks

Following completion of the activities described in the previous section, it becomes possible to make decisions related to the specific structure of each proposed program. This process includes the following tasks:

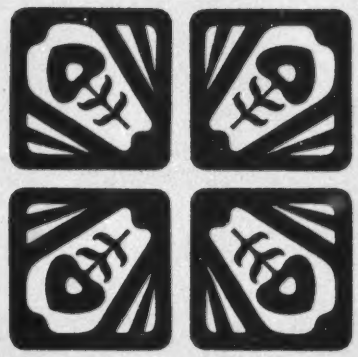
- Specify measurable objectives for each guidance program
- Indicate the target group of students who will participate in each program and their current skill levels relative to the objectives of the program
- List all possible and available procedures and materials which can be used to help students attain their objectives
- Choose the most appropriate procedures and materials for each program
- Disseminate information about the programs to staff, students, parents, and others for their input

Thus, in the structuring phase, the nature of the target population, goal statements, and conditions for evaluation provide the basis for considering and establishing strategies that can help participants achieve their performance objectives. The strategies can include activities of counseling personnel. Available methods, media, and materials can be used and new procedures and materials can be developed when the goals of each program demand them. Similarly, structuring decisions concern the design of activities that participants will perform to achieve their objectives. Thus, the process and product objectives of program personnel must be correlated with those of participants to provide options that are tailored to individual needs and that are based on a flexible set of alternatives.

Input evaluation accompanies this phase, assessing the effectiveness, efficiency, and desirability of the above types of structuring tasks. This evaluation utilizes the input of those who will be affected by the proposed programs to help ensure that the programs are of the best possible design and will have broad support when they are ready to be implemented.

Implementing:

Implementation Tasks

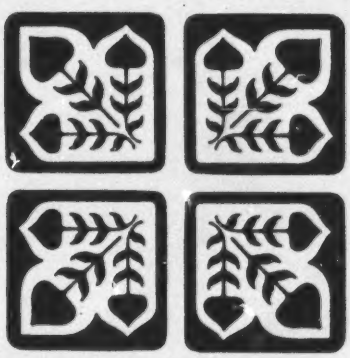


Once the purposes, goals, and objectives of a career planning and development program are carefully specified and materials are collected or developed for it, the selected students must have ample opportunities to participate in activities that will help them achieve their performance objectives. The likelihood that youths will be exposed to such opportunities will be increased if counseling personnel execute these tasks:

- arrange field tests of materials and procedures
- revise or replace material which does not neet the criteria set for it as indicated by measurements conducted during field tests
- implement each program with the help of qualified counseling personnel and have it operate as it was planned and structured, with few (if any) negative side effects.

In this phase, process evaluation is used to measure the effectiveness, efficiency, and desirability of all aspects of implementation. The data from this type of evaluation should answer the questions: Did we deliver what we promised? Did we deliver in the most efficient, effective, and desirable way?

Making Decisions Based On Evaluation Data



Evaluation Tasks

Evaluation is an important component of each of the aspects of program development which have been discussed. Thus, context evaluation was linked to planning, input evaluation to structuring, and process evaluation to implementation. All of these are types of formative evaluations which help to improve the processes by which program planning, structuring, and evaluation take place. During implementation, it is possible to turn to product evaluation which ascertains whether programs are:

1. Producing the products, or outcomes, for which they were designed

2. Resulting in unanticipated side effects, both positive and negative

To accomplish this summative evaluation, the following tasks should be achieved:

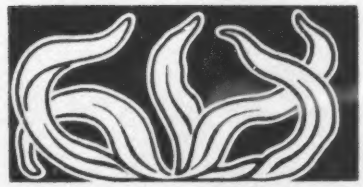
- determine the costs, short- and long-range effects, and cost-effectiveness, and cost-efficiency relationships of the programs

- report upon the overall desirable and undesirable outcomes and side effects of each program

- make decisions regarding:
  - additional qualifications required of counseling personnel
  - modification of available resources and the need for new resources
  - modification of existing programs
  - follow-up programs which may be required

AVAILABLE RESOURCES

Contact Person: Byron E. McKinnon
Director of Guidance
Mesa Public Schools
140 South Center
Mesa, Arizona 85202
Phone: 362-7331



MATERIALS AVAILABLE

Elementary

KINDERGARTEN:

Self Awareness

FIRST GRADE:

Interpersonal Relations
Level I

SECOND AND THIRD GRADE:

Understanding Myself and Others
Level II

Decision Making
Level II/III

Self Awareness
Level II/III

Understanding Myself and Others
Level III

FOURTH, FIFTH AND SIXTH GRADES:

Let's Talk About It

Decisions and Values

*

* Others are being developed

This is a developmental series for the elementary grades designed to help children feel better about themselves and others, get in touch with their feelings, respect their abilities and solve problems more effectively.

Junior High

7th GRADE:

Improving Study Habits – J-7 101

This unit is designed to assist the student in becoming more effective academically. This is done by assessing current study habits and academic performance. Learning to set goals, follow directions, and improve listening ability are also included.

Orientation – J-7 200

The purpose of this unit is to help the student recognize and develop self identity. This will be accomplished through understanding, developing, and establishing interpersonal and intrapersonal goals by identifying social skills through self inventories. The unit provides an introduction to the guidance units that are available.

All About You – J-7 201

This unit focuses on individual assessments in relation to future school and vocational goals. It deals with abilities and interests, values, physical traits, and personal and social behaviors.

Classes I Am Taking - - Goals I Am Making – J-7 202 (Incomplete)

This unit deals with planning for future educational-vocational goals and applying information from present courses to help reach these goals. The student identifies specific goals and how classes in which he is presently enrolled are related to them. The culminating activity is enrollment in 8th grade classes which will appropriately fit his abilities, interests, values, and goals.

Friends – J-7 301

This unit deals with improving relationships with others. It begins by exploring the concept of friends - - what kinds of behaviors friends have that are acceptable and unacceptable. It goes on to define risks involved in maintaining friendships. It is suggested that this unit be taught during the first or second week of school.

Love – J-7 302

This unit deals with the broad concept of love and the student being better able to understand love. It begins by defining the different kinds of love. The unit then deals with people and/or things we love and ways of expressing this love. Finally, a plan for improving our expressions of love is effected by each student.

Someone To Talk To – J-7 304

This unit deals primarily with attitudes and appreciations. Recognizing the dependency each of us has on others while we work and play, it concerns itself with the development of an attitude of tolerance and appreciation for all people. It enables the student to learn how to select a significant other person to help him deal successfully with specific problems.

Emotions – J-7 401

This unit concerns itself with feelings and how they affect behavior. It develops the concept of interaction of feelings, behavior and conflict situations.

8th GRADE:

Information Explosion – J-8 206

This unit will help the student locate and use sources of information concerning his educational and vocational goals and to evaluate and use this information in an effective way. Included with this unit is a high school information pamphlet which gives required and elective classes for Mesa and Westwood High School.

Getting Along – J-8 301

This unit is an extension of the 7th grade unit, "Friends", and deals with areas of friendship such as the following: recognizing that relationships with friends may change; understanding the effects of the role parents play in relationships with friends; identifying positive and negative behavior which affect relationships; and, applying the ideas learned in this unit with selected friends.

Moods – J-8 401

This unit is an extension of the 7th grade unit, "Emotions", and deals with the understanding of moods that people have and ways of coping with these moods.

Decisions – J-8 403

This unit helps students to understand that everyone has problems which require effective ways of being dealt with. Finally, a five step problem-solving process is introduced.

9th GRADE:

What Do I Like? – What Can I Do? – J-9 201

This unit is designed to develop the student's understanding of the Ohic Vocational Interest Survey given by the Mesa Public Schools to all ninth grade students. Student participation will include the test, vocabulary study, survey charts, and optional activities that help him relate the results of the test to his educational and vocational planning. The unit is primarily designed to be used with English classes and correlates with the adopted curriculum.

Looking Ahead – J-9 215

This unit introduces students to available business careers and provides information which will guide the student in preparing for those careers. The student is also exposed to sources of career information and gains a greater awareness of job requirements.

ALL GRADES:

Parents – J-303

The purpose of this unit is to assist in preventing and/or solving misunderstandings that may occur between students and their parents. Caution: This unit has been designed for use only with selected individuals or groups of students who have indicated a desire to solve problems with their parents.

Senior High

Orientation – SR-200

An introduction to the Mesa Career Guidance program. Makes the student aware of how his responsibilities differ in this program compared to a "regular" classroom.

Personal Characteristics – SR-201 (A)

Makes the student aware of the ways in which people differ. Points out that these differences are the assets that make him a unique individual. Develops the idea that weak areas can, in many cases, be strengthened.

Who Am I? – SR-201 (B)

Through testing and self-assessment the student determines his abilities, interests, values and other characteristics. He/she organizes this data in a personal assessment summary which he is asked to review with his parents.

Planning, Choice - - Not Chance – SR-202

By participating in the Life Careers game the student is able to make decisions for a person entering the junior year of high school. As the game progresses the student sees the effect of the decisions on the mythical person.

Trends – SR-205

The student is made aware of the way in which economic, social and technological factors affect job opportunities.

The Information Explosion – SR-206

The student is introduced to the Occupational Outlook Handbook, The Dictionary of Occupational Titles, college catalogs, and private vocational school catalogs. He/she learns to use these sources, and others, to look up specific information. He/she also learns to evaluate the sources in terms of reliability, relevance and bias.

Exploring Goals – SR-207

The student compares the scores in his/her personal assessment summary to those of people now in twelve career clusters. He/she then identifies three long-range goals to study in depth through the use of twenty mini-pacs.

Putting It Together – SR-214

Enables the student to explore his/her long-range goals in depth by investigating various educational and vocational opportunities through observation, exposure or work experience.

Solving Problems With Parents – SR-301

This unit is designed to help the student cope with problems which he encounters with his parents and to enable him to decide upon a course of action to solve these problems. Includes how to deal with irreconcilable differences.

SENIOR HIGH CAREER GUIDANCE UNITS – continued

Learning To Listen, Listening To Learn – SR-303

Teaches the student to listen and through listening to be more responsive to the feelings and needs of others.

Confidence – SR-304

Deals with the confidence - - what it is, how it may be developed and improved in order for a student to feel more at ease with others.

Searching For The Positive Self – SR-402

Makes the student aware of his achievements and how he can share his achievements with others.

Title III Training Packages

ORIENTATION (Mini-Pac)

Provides a brief, demonstration overview to competency-based staff development training packages and to Mesa Public Schools' systematic planning approach to career guidance, counseling, placement and follow-up. Requires approximately 1–2 hours to complete.

ORIENTATION (Complete module)

Gives an in-depth approach to understanding what the comprehensive approach to guidance, counseling, and placement is, what its advantages are, how competency-based training is related to using this approach, and how to determine what training is relevant. Requires 15–20 hours to complete.

ASSESSING DESIRED OUTCOMES

Presents various methods of planning and conducting a needs assessment as well as ways of summarising, analyzing, and reporting the data. Requires 15–20 hours to complete.

COMPUTER ASSISTED REPORTING

Provides a general knowledge of the process necessary to develop an effective Computer Information System and enables the participant to select the best approach for gathering and analyzing data from all available options, for a district's particular needs.

CURRENT GUIDANCE PROGRAM ASSESSMENT

Provides an understanding of why a current guidance program assessment is needed, how the assignment can be conducted, and what use can be made of the data after it is obtained. Requires 10–12 hours to complete.

DETERMINING PROGRAM GOALS AND OBJECTIVES

Makes use of the current status assessment and desired outcomes assessment reports to produce a complete set of program goals and student performance objectives for a new program. Requires 10–12 hours to complete.

ALTERNATIVE STRATEGIES

Examines strategies which would be appropriate to the goals and objectives of the program being structured, specifies criteria for assessment of alternative strategies presented, and provides evaluation procedures for the selected strategies. Requires 12–15 hours to complete.

GROUP LEADERSHIP SKILLS

Presents an overview of ways school counselors or other educators could use group leadership skills with task groups, guidance groups, and counseling groups to implement a comprehensive career guidance system. The module also facilitates the development of three basic communication skills that are useful in facilitating interpersonal interaction in all group settings. Requires 12–15 hours to complete.

THE USE OF PARAPROFESSIONALS AND AIDES IN A COMPREHENSIVE GUIDANCE PROGRAM

Examines the types of paraprofessionals and aides that can be utilized in a comprehensive guidance program as well as exploring various methods and settings in which their time can be used. Requires 12–15 hours to complete.

Contact Person: Veda Syers
Career Guidance Project
Aqua Fria High School
530 East Riley Drive
Avondale, Arizona 85323
Phone: 932–3908

MATERIALS AVAILABLE

FRESHMAN ORIENTATION UNIT

Length – 5 weeks
Available upon request

Description: A unit designed for ninth grade and transfer students to acquaint the student with the guidelines of the Guidance Department in relation to the high school.

CAREER DAY UNIT

Length – 5 weeks
Aqua Fria High School and Estrella Rotary Club-Co-sponsors

Description: A step-by-step procedural guide to enable a school to plan and execute a career day.

SOCIAL/PERSONAL COUNSELING UNIT

Length – 1 year with semester surveys

Description: A one-year unit designed for counselors to develop and implement interview schedules for students. A semester survey is included to be administered to students, faculty, and administrators to establish the effectiveness of the unit.

COURSE SELECTION UNIT

Length – one year with semester surveys

Description: A one-year unit designed for counselors to assist students with status of credits and graduation requirements. A semester survey is included to be administered to students, faculty, and administrators to establish the effectiveness of the unit.

RESOURCES RECOMMENDED:

Career Guidance: A Handbook of Methods by Robert E. Campbell, Garry R. Walz, Juliet Z. Miller, Sara F. Kriger. Charles E. Merrill Publishing Co., Columbus, Ohio. Copyright 1973 by C.V. E. Ohio State University.

Developing Attitude Toward Learning by Robert F. Mager. Copyright 1968. Fearon Publishers/Lear Siegler Inc. Education Division, Sixth Davis Drive, Belmont, California 94002.

Preparing Instructional Objectives by Robert F. Mager. Copyright 1962. Fearon Publishers/Lear Siegler Inc. Education Division, Sixth Davis Drive, Belmont, California 94002.

The Consultant Approach

Brenda B. Even, Ph.D.
CAREER EDUCATION SPECIALIST
UNIVERSITY OF ARIZONA

Betty J. Newlon, Ed.D.
CAREER EDUCATION SPECIALIST
UNIVERSITY OF ARIZONA

So much for the Systems Approach. This particular terminology used to describe one approach to educational change certainly does not mean that other approaches cannot be and are not systematic and effective.

Indeed there are many avenues for change being pursued by growing numbers of guidance practitioners who are responding to the acute need for guidance services to be more responsive and effective.

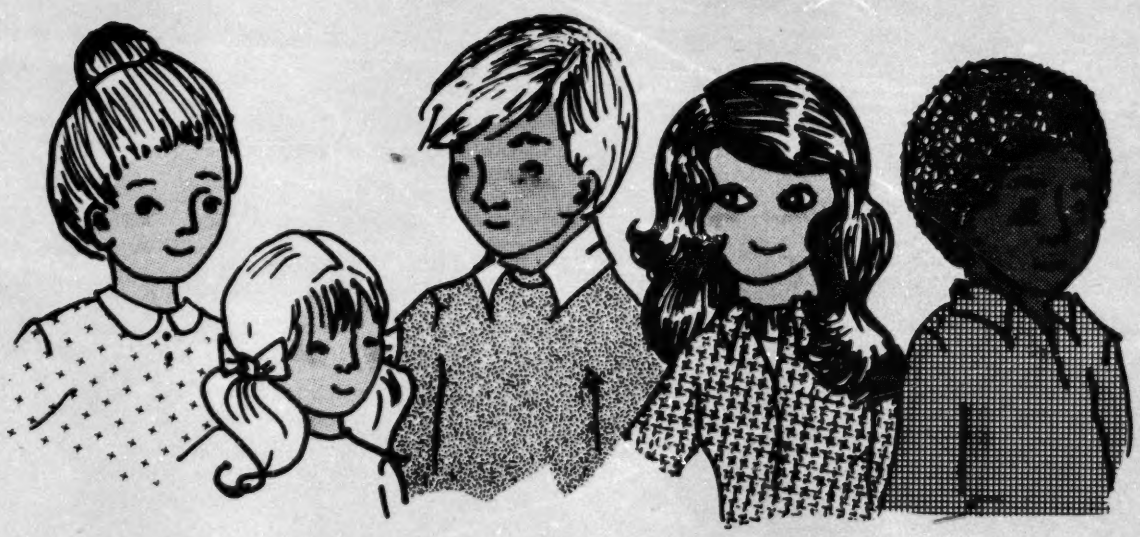
One of the most promising of these is the Counselor as Consultant.

The Pima County Career Education Project is one which, in the opinion of many, best exemplifies the application of the Counselor/ Consultant role as it applies to Career Guidance.

The next section of this booklet will devote itself to a presentation of the salient points of this approach.

Who can do Career Education and promote Career Development ?

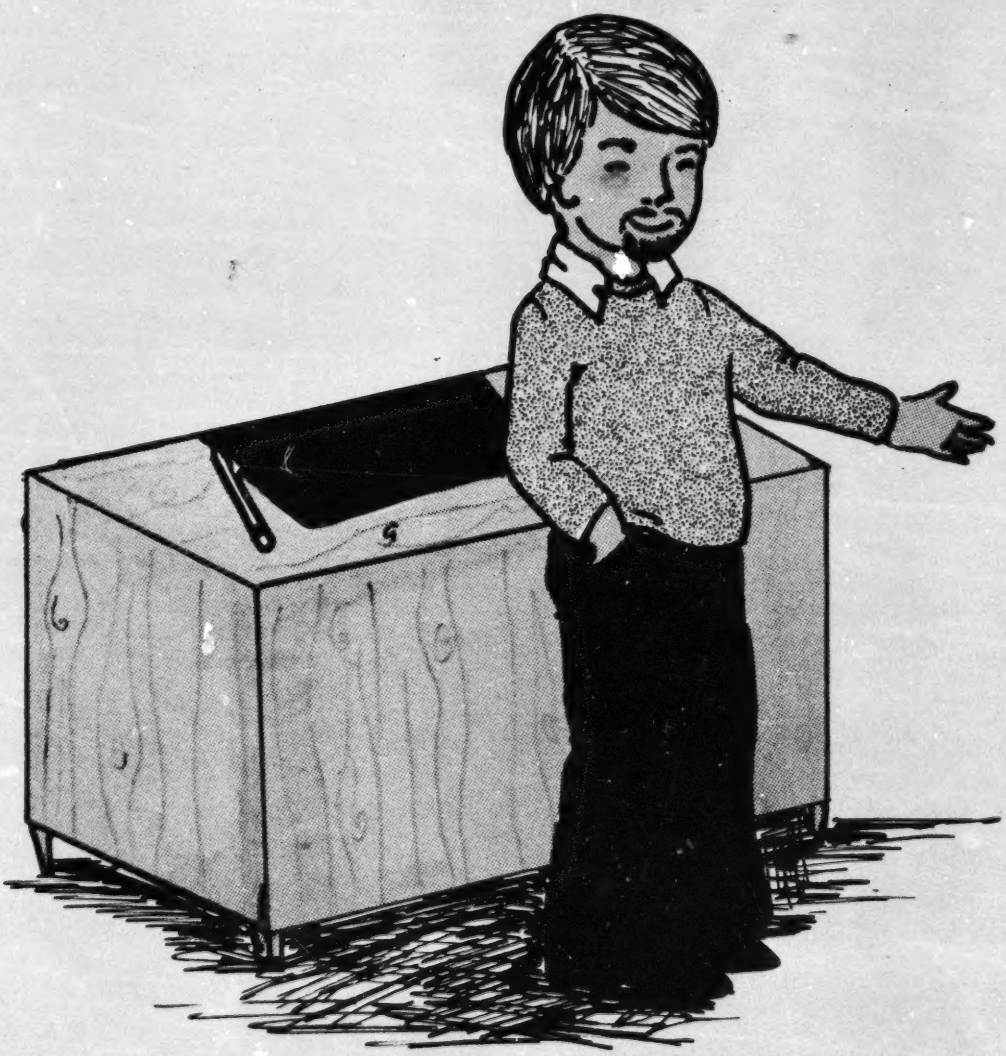
There are as many ways to implement Career Education as there are people actively involved in Career Education programming. For example, teachers can implement Career Education in the classroom, principals can support Career Education in the school, and parents can encourage their children in work exploration. Even the community can become involved in broadening students' educational experiences. However, perhaps the most effective Career Education change agent is often overlooked when Career Education invades the school - - - THE COUNSELOR ! ! !



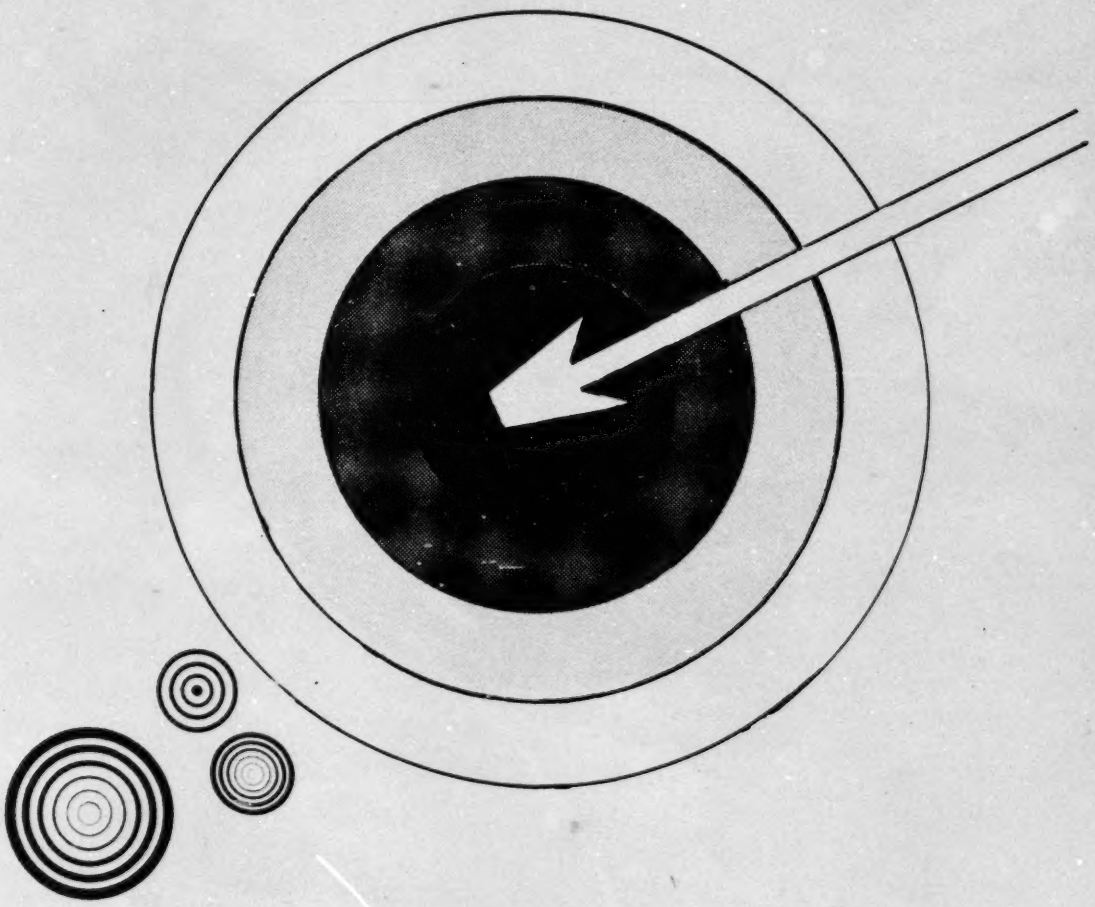
Why pick on the Counselor ???

FOR A NUMBER OF REASONS . . . . . .

- Counselors have more time flexibility for Career Education activities.
- Counselors have acquired additional interpersonal skills and techniques.
- Counselors have more direct contact with teachers, parents, administrators, and the community.
- Counselors have been searching for a new way to become more involved in the educational process.



What's the Point of Reference?



For the Consultant Model, Career Education equals DEVELOPMENTAL CAREER GUIDANCE.[1]

DEVELOPMENTAL - - - of or connected with a specific step or stage in growth.

CAREER - - - the pattern of one's progress through life, as well as one's longitudinal advancement in a vocation.

GUIDANCE - - - that unique aspect of the educational process which specifically deals with assisting young people to analyze their needs, assess their potentialities, outline their life goals, determine a plan of action and begin to accomplish it.

1 Brenda B. Even, "Integrating Career Education into Teacher Preparation." Unpublished Dissertation, Tucson, Arizona: University of Arizona, 1975.

What does the model look like?

Developmental Career Guidance combined with the Counselor as a Consultant results in the following cooperative relationships:

The Counselor and the Administrator

working together in terms of . . . . . .

Curriculum Development

Evaluation

Research

Special Problems

Staff Development Programs

The Counselor and the Teacher

working together in terms of . . . . . .

Resource Assistance

Teaming

Planning and Development

Pupil Appraisal

In-Service Training

Meeting Student Needs

Special Problems

The Counselor and the Student

working together in terms of . . . . . .

Counseling

Planning and Placement

Testing

Educational and Occupational Information

Special Problems: Drop-Out Referrals

Personal and Social Information

The Counselor and the Parents

working together in terms of . . . . . .

Parent Education

Parent Involvement

Student Needs

Special Problems

Career Resources

The Counselor and the Community

working together in terms of . . . . . .

Public Relations

Referrals

Student Placement

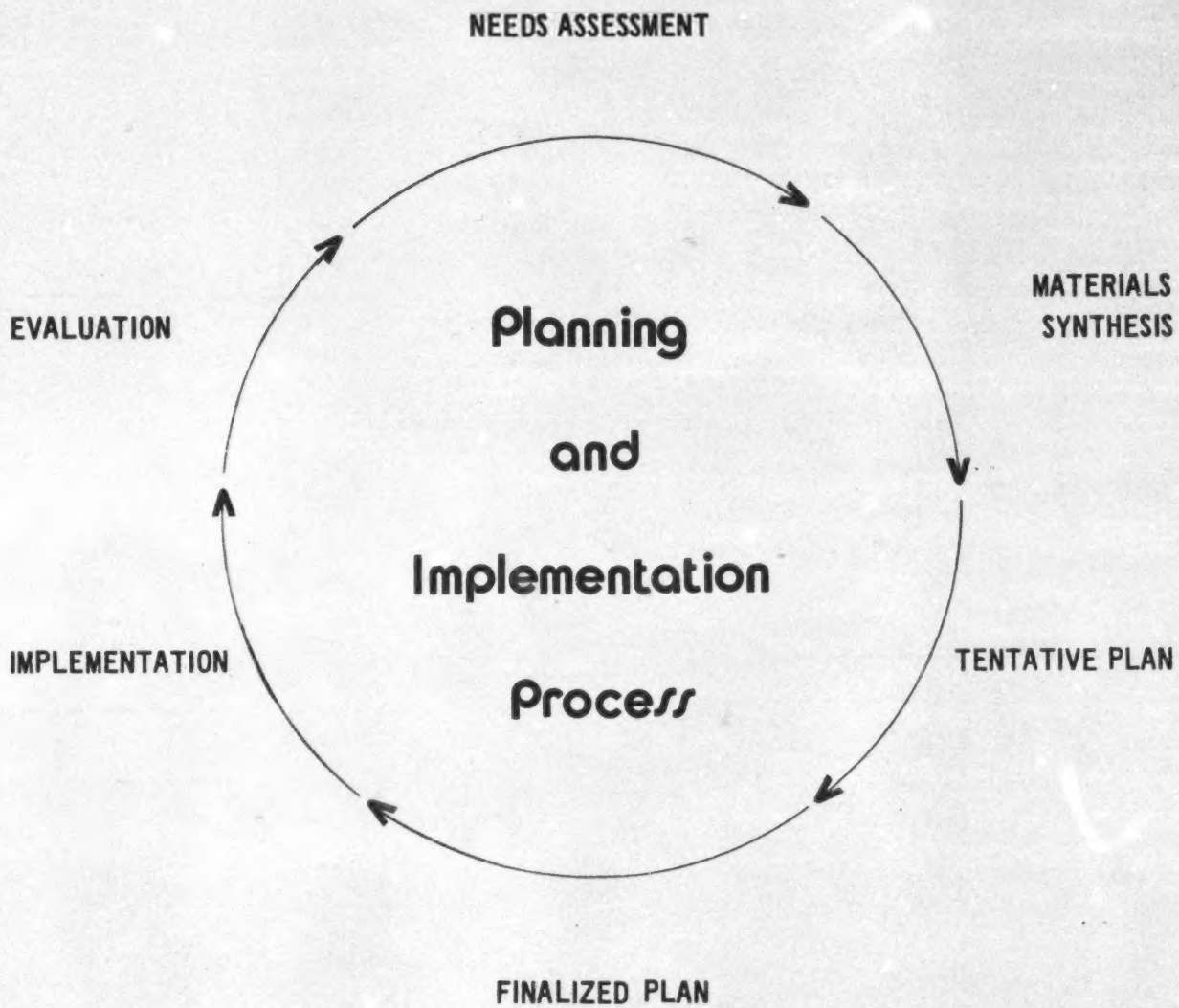
Work Experience

Career Exploration

Community Resources

What's the Implementation Process?

The following illustrates the continuous planning and implementation process of the consultant strategy:



What happens when ....???

It is important to remember that educational changes occur more easily when one follows the directions in the recipe and omits none of the ingredients ! There are a number of steps one should follow when establishing the consultant strategy.

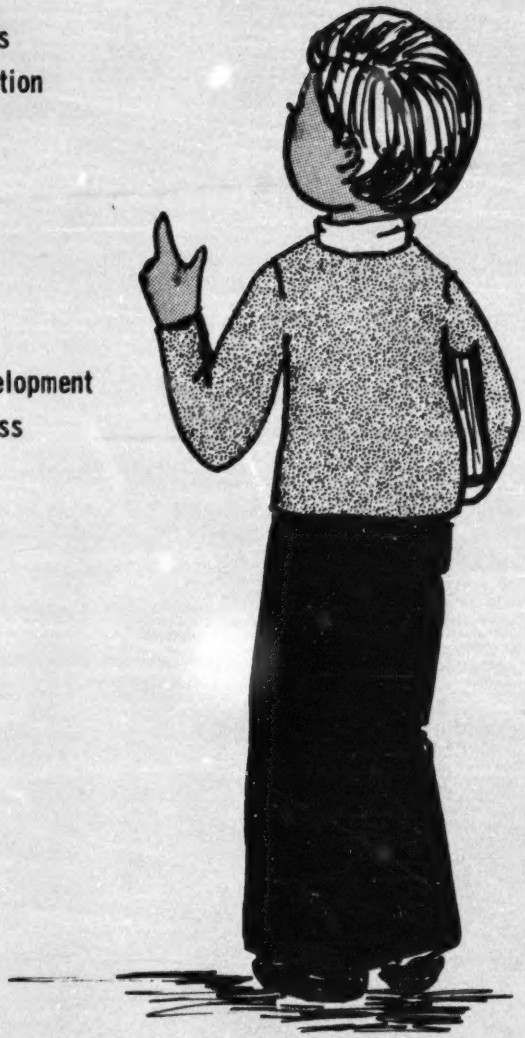
Step-by-Step Consultant Ingredients

1. Define the role.
2. Examine the objectives.
3. Assess specific needs.
4. Contact principal and discuss role.
5. Outline possible program and submit for approval.
6. Familiarize remainder of school personnel with consultant role.
7. Use and publicize information center.
8. Seek out those who wish to become involved.
9. Assist those interested in determining their needs.
10. Suggest ideas and materials for Career Education activities.
11. Check resources.
12. Assist interested individuals in the total process of developing Career Education activities.
13. Team to present Career Education activities or model the presentation.
14. Examine the activities effectiveness.
15. Continue the procedure with other interested individuals.
16. Evaluate the procedure and initiate changes.

What activities can the Consultant be involved in?

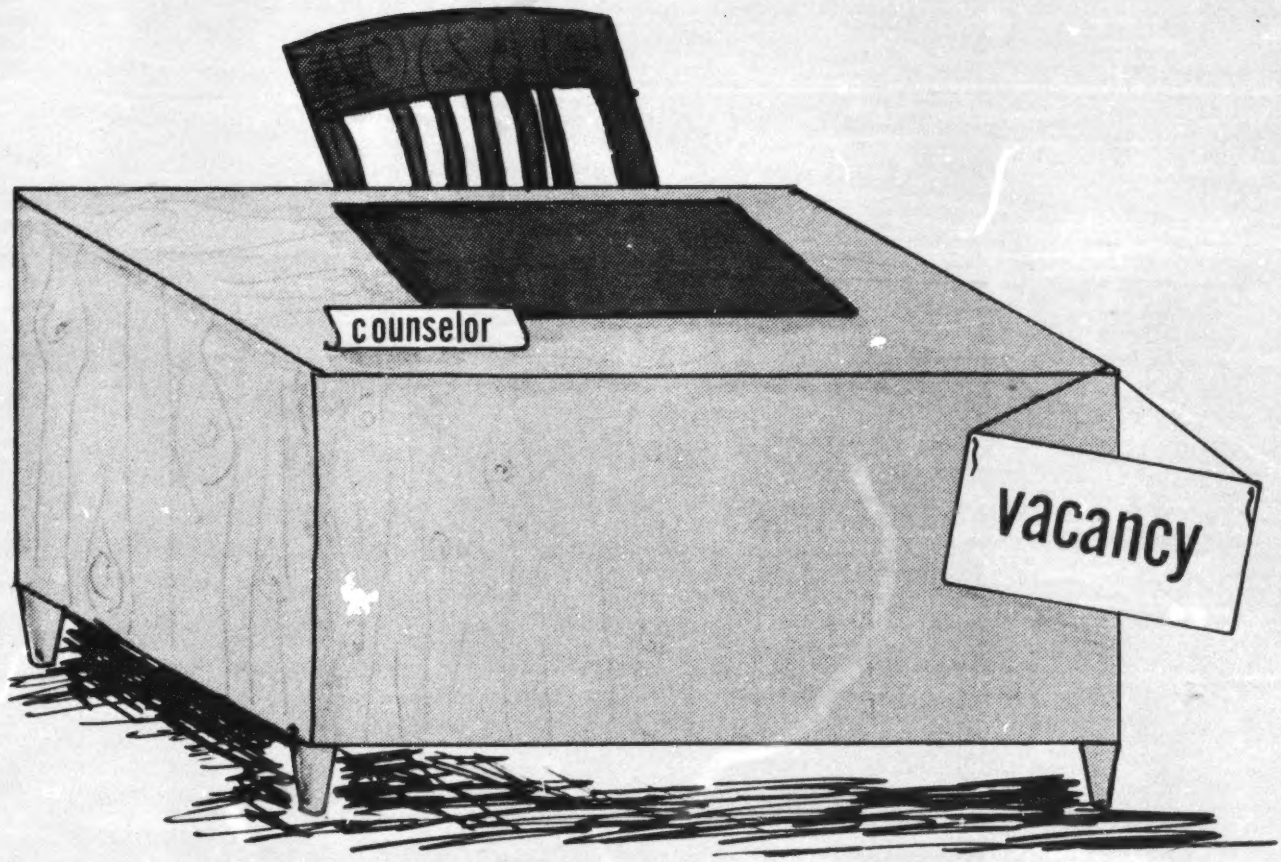
Career Education activities can include . . . . . .

- Guest speakers
- Observation trips
- Goal setting experiences
- Decision making opportunities
- Career research
- Vocational interest inventories
- Ability and aptitude identification
- Work exploration experiences
- Vocational preparation
- Manpower needs
- Work attitudes
- Saleable skills
- Leisure time involvement
- Appreciation and attitude development
- Education and career awareness



What if there's no Counselor ?

So the school doesn't have a counselor. Other members of the school community - - - principal, teacher, parent, librarian, and community representative - - - can serve as the Career Education change agent. The model, process, and step-by-step ingredients of the consultant strategy are still applicable but it will be necessary for individuals other than counselors to adapt them to fit their own frame of reference.



WHAT ARE SOME AVAILABLE RESOURCES

Contact Persons: Brenda B. Even
Betty J. Newlon
University of Arizona Career Education Project
Room 206, College of Education
University of Arizona
Tucson, Arizona 85721

University of Arizona Career Education Project. Annotated Bibliography. Tucson, Arizona: University of Arizona Career Education Project, 1974.

This is an incomplete, but annotated bibliography of the materials available in the Project's Career Information Center, including price, source, level of usage, etc.

Even, Brenda B., ed. Career Education Activities: A Handbook for Counselors. Developed in a state-funded Career Education Institute directed by Betty J. Newlon, Ed.D., Tucson, Arizona, University of Arizona, 1974.

This handbook is especially designed to aid the counselor in implementing the counselor-consultant approach. It is also a handy tool for teachers who wish to integrate Career Education into their classroom activities.

Even, Brenda B., ed. In-Service Training Packets. Tucson, Arizona: Pima County Developmental Career Guidance Project, 1974.

These are a series of 12 in-service training packets designed to provide administrators, teachers, counselors, and/or community resource personnel with the necessary skills for implementing Career Education.

Career Education: A National Priority
Career Education: A State's Involvement
Career Education: A County Project
Career Education: The Resource Consultant
Career Education: Career Instructional Unit
Career Education: Media
Career Education: Utilizing Community Resources
Career Education: Testing
Career Education: Parent Involvement
Career Education: "Hands-On Experience"
Career Education: Assistance for New and/or Student Teachers
Career Education: Student-to-Student Programs

WHAT ARE SOME ADDITIONAL RESOURCES? (cont.)

American School Counselor Association. "Role of the Secondary School Counselor," School Counselor, Vol. 21, No. 5, May 1974.

American School Counselor Association. "Unique Role of the Elementary School Counselor," School Guidance and Counseling Journal, Vol.8, No. 3, March 1974.

American School Counselor Association. "Unique Role of the Middle/Junior High School Counselor," Elementary School Guidance and Counseling Journal, Vol. 8, No. 3, March 1974.

Bingham, William C., ed. Accountability: Process and Product. Rutgers University: Proceedings of the Rutgers Guidance Conference, 1971.

Career Education and You the Teacher, The Arizona State Department of Education, Phoenix, Arizona, 1974.

Career Education Matrix, The Arizona State Department of Education, Phoenix, Arizona, 1974.

Christensen, Oscar C., "Education: A Model for Counseling in the Elementary School," Elementary School Guidance and Counseling, Vol. 4, No. 1, Oct. 1969.

Christensen, Oscar C., "Parent Education: A Model for Consultation," Elementary School Guidance and Counseling, Vol. 7, No. 2, December 1972.

Even, Brenda B., ed. Career Education Activities: A Handbook for Counselors. Developed in a state-funded Career Education Institute directed by Betty J. Newlon, Ed.D. Tucson, Arizona, University of Arizona, 1974.

Even, Brenda B., ed. In-Service Training Packets. Tucson, Arizona: Pima County Developmental Career Guidance Project, 1974.

Gysbers, Norman C. and Moore, Earl J., editors. Career Guidance, Counseling and Placement Elements of an Illustrative Program Guide: A Life Career Development Perspective. University of Missouri-Columbia, February 1974.

Hillman, Bill W. "Two Methods of Facilitating Classroom Learning: Implications for the Counselor-Consultant," University of Arizona, Department of Counseling and Guidance, Tucson, Arizona.

Hoyt, Kenneth B. "Vocational Guidance for All: New Kinds of Personnel Needed," American Vocational Journal, Vol. 45, No. 5, 1970.

Koplitz, Eugene D. Guidance in the Elementary School: Theory, Research, and Practice. Dubuque, Iowa: William C. Brown Company Publishers, 1968.

WHAT ARE SOME ADDITIONAL RESOURCES? (cont.)

Lauver, Philip J. " Consulting with Teachers: A Systematic Approach," The Personnel and Guidance Journal, Vol. 52, No. 8, April 1974.

Lifton, Walter M. Can We Run Fast Enough to Catch Up? Paper presented at the American Personnel and Guidance Association Convention in Atlantic City, New Jersey, April 4–8, 1971.

National Advisory Council on Vocational Education, 6th Annual Report, June 1, 1972. Counseling and Guidance: A Call for Change.

"Preparation of Occupational Guidance Counselors," Final Report,North Carolina State Department of Education, 1973.

Richins, Duane. "The Counselor's Role in Career Education," Career Education: Third Yearbook of the American Vocational Association, Washington, D.C.: American Vocational Association, 1973.

Welsh, Barton W., Stanger, Norman R. "Two Vocational Educators Look at the Counselor's Role in Career Development," Thrust for Educational Leadership, Vol. 2, No. 4, 1973.

CAREER PLACEMENT:

Recent in-state student needs assessments disclose that random samplings of high school students* and responding graduates consistently rank as top priorities

The need for help in finding part-time work while in school.

The need for work exposure and career orientation.

A need for in-depth assistance in career selection and placement.

Teachers and counselors do help students find part-time work, and do help graduates locate entry level career opportunities. In most instances, however, such efforts can be only incidental to more pressing full-time teaching or guidance assignments. The lack of enough professional time and other cost factors prevent most schools from offering students a well organized, comprehensive program of placement services.

To remedy this, and presumably in the wake of similar student surveys, states of Florida and Virginia have enacted recent legislation which require school "districts" or "boards" to establish job placement services for secondary school youth. The House of Representatives in Michigan has approved a similar measure. It seems clear that more and better services are required for this important dimension of Career Guidance.

The counselor, or other educator, who assumes an assignment as a placement officer must immediately become involved in at least three basic types of activities.

It must be determined:

Who are the people, businesses, industries, schools, or other organizations which might provide young people with placement opportunities?

What are the most effective procedures for matching students with available opportunities?

Where are the most accurate and available information and/or experiences that will serve to assist students in making immediate or eventual career decisions?

* High Schools:

Aqua Fria Union	Mesa
Coconino	Mingus Union
Flagstaff	Shadow Mountain

Within a reasonable period of time a placement program can gather a great deal of information about options open to young people in their process of making career decisions. However, people involved in delivering these services cannot keep abreast of the rapidly changing world if proper time and resources are not allocated to this important function – computerized data banks and the best of subscriptions to occupational briefs notwithstanding.

Faced with a myriad of responsibilities and a restrictive time factor, many school counselors have found it of real benefit to students to reach into the school and beyond the district for help with student placements and career counseling.

IN-SCHOOL ASSISTANCE

For example, it is possible to enlist the aid of other people within the school who have a degree of mobility in the community, and also have personal and professional interests in student placement. Where available, teacher-coordinators of distributive, cooperative office, industrial, agricultural and home economics develop work stations for their students, and as a result, have a great deal of insight into possible experiences that relate to these career areas.

OUT-OF-SCHOOL ASSISTANCE

There are also direct and indirect services for students through the network of field offices across the state which are operated by the Arizona Department of Economic Security.

Students may be referred to the nearest neighborhood or regional office of employment and training for assistance in a job search and possible placement in part or full-time employment. In those offices staffed with qualified* counselors additional employment counseling may be offered.

When requested, the Research and Statistics Bureau can provide school people with contemporary data on national and state labor market trends.

Also available is a series of occupational Mini Briefs initially designed for students use and written in both Spanish and English.

This Bureau will also provide personnel to teach local school counselors to administer and interpret the General Aptitude Test Battery owned by the U.S. Department of Labor. The test may then be used by Counselors, on a release purchase agreement, for purposes of Career Guidance while the student is still in school.

Instruction in the use of the three volume set of the Dictionary of Occupational Titles is also available to schools upon request.

* Master's degree in Counseling and Guidance

Effective career placement of students is a complicated matter. The school counselors functioning as placement officers must not only counsel; they must teach; they must develop outstanding talents for public relations; and they must learn to use every avenue of assistance available to them whether inside or outside the school.

This is of course a very important part of any Career Guidance program and one deserving of much more attention than it usually gets.

Other Career Guidance-Oriented Projects in Arizona

The preceding parts of this handbook were prepared by key people representing, or who previously represented, nationally recognized, on-going, career oriented guidance programs at Agua Fria Union High School, 530 East Riley Drive, Avondale, Arizona 85323; the Mesa Public Schools' Guidance Department, 140 South Center Street, Mesa, Arizona, 85202; and the Pima County Developmental Career Guidance Project, 2302 East Speedway, Suite 210, Tucson, Arizona 85719.

There are other outstanding career oriented guidance programs in Arizona which have features that will be of interest to counselors who work in schools with similar types of problems.

APACHE COUNTY SCHOOL DISTRICT

Contact Person: Dr. Gary McEwen
Counseling Specialist
Apache–Navajo Career Education Project
Apache County High School
District No. 790
Springerville, Arizona 85938

MATERIALS AVAILABLE

Priority Guidance Program Handbook, 1974

Description:

The Apache County High School District is comprised of schools in four widely separated and geographically remote areas. The student population varies from predominately native American to predominately Anglo, with a composite of other minorities scattered throughout the district. There is, obviously, a startling range of student needs within the total system.

The manner in which the administration, teachers, and counselors are attempting to meet the diversity of needs is through a developmental, career oriented, guidance program.

A philosophy, the procedures, the goals and objectives of the program can be found in the above handbook.

COCHISE COUNTY CAREER EDUCATION PROJECT

Contact Person: Don Lawhead
Guidance Coordinator
Cochise County Career Education Project
Drawer AE
Bisbee, Arizona 85603

MATERIALS AVAILABLE

Document For Professional Staff Development, 1974

Description:

The content of the above document is now being field tested through a series of pilot activities in the schools of Cochise County.

Twenty carefully selected students from grades 9 – 12, representing a range of academic performance and various life-styles, are now being helped to function as peer counselors. School credit is granted to the participants.

Family counseling with the parents and siblings of a student is another activity on a trial-run. Several types of adult parent groups are also being sponsored.

An attempt to eventually lessen crisis-centered counseling, through the use of a developmental model, is being tested. In one school the teacher and the counselor co-lead, and initiate suitable guidance activities related to the various subject matter areas. The intent is to broaden the guidance base through the involvement of educators other than counselors. The activities at this school site are being used for demonstration purposes.

A rationale, a list of expected outcomes, and the groups for whom the activities are designed, accompany each section of the handbook.

PIMA COUNTY DEVELOPMENTAL CAREER GUIDANCE PROJECT

Contact Person: Dr. Norm Bloss, Director
2302 East Speedway
Suite 210
Tucson, Arizona 85719

MATERIALS AVAILABLE:

Career Education In-Service Training Packets, Even, Brenda B., ed., 1974

A National Priority
A State's Involvement
A County Project
The Resource Consultant
Career Instructional Unit
Media
Utilizing Community Resources
Testing
Parent Involvement
"Hands-On Experience"
Assistance for New and/or Student Teachers
Student-to-Student Programs

Description:

The In-Service Training Packets are a series of twelve packets designed to provide administrators, teachers, counselors, and/or community resource personnel with the necessary skills for implementing Career Education.

SHADOW MOUNTAIN CAREER GUIDANCE PROJECT

Contact Person: Mike Warden, Counselor
Shadow Mountain High School
2902 East Shea Boulevard
Phoenix, Arizona 85032

MATERIALS AVAILABLE

"INTERACTS" brochure and related information.

Description:

Shadow Mountain High School is operating a career guidance project which began in September, 1974, with the acronym INTERACTS, meaning to "Identify Needed Techniques for Effective Response to Areas of (guidance) Concern of Teachers and Students."

In effect, the System's Approach of the Mesa-Agua Fria operations has been followed. A students needs assessment and faculty and community surveys have been made, resources have been identified, priorities and project goals set, and the implementation of objectives has begun. There are at least two important variations:

> "The 'counselor as a consultant' role developed by the Pima County Project and later adopted by the Scottsdale Career Education Project, is to be used as an important part of INTERACTS. Another deviation (and an advantage) is the availability to Shadow Mountain of the validated student materials already prepared and in use at Agua Fria and Mesa, and the student forms used in the initial stages of the Agua Fria Project."

The result has been a developmental movement in a relatively short period of time toward the better satisfaction of student needs, and toward counselor accountability that should be explored by any educator intending to instigate or improve a program of career development, counseling, and placement.